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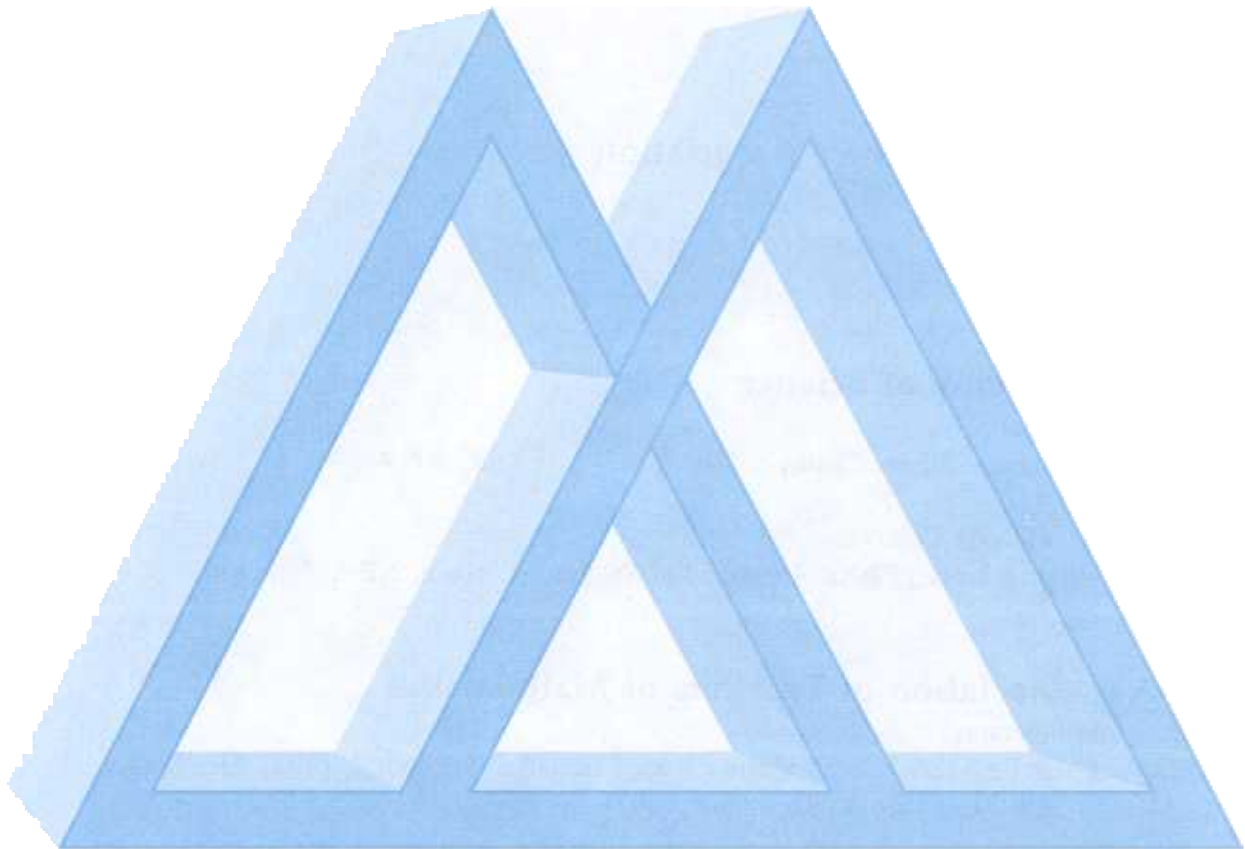
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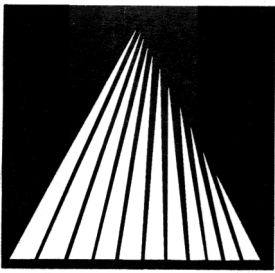
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August 7, 1995

Dear FRAMEWORK RECIPIENTS:

Over the past three years the Nebraska Mathematics/Science Framework staff have had the opportunity to work with many outstanding Nebraskans. The project could not have been successful without the dedication and hard work of numerous individuals, organizations, and businesses. Thank you for your support and contributions to the Nebraska Mathematic/Science Frameworks Project.

The Framework project has facilitated the consensus building of a common vision for mathematics and science education in Nebraska. This has been a continually evolving process. The researching of national reform efforts, discussions and debates of issues, and the struggle to transfer national standards into Nebraska classrooms has resulted in a very useful product that has achieved national acclaim. For instance, the United States Department of Education has designated Nebraska as a model framework state. The Council of Chief State School Officers have analyzed the science portion of the document, have given us a favorable review, and have cited Nebraska as an example in their analysis of state curriculum frameworks (State Curriculum Frameworks in Mathematics and Science: How are They Changing Across the States?). We were also invited to present the Nebraska Mathematics/Science Framework Project at the NSF/U.S. Department of Education Invitational Conference on Systemic Reform this past February.

The Nebraska Mathematics/Science Frameworks document consist of two parts: content and measurable performances which indicate what all students should know and be able to do and the addendum which deals with the issues of assessment, connections, inquiry/problem solving, multicultural perspectives, and systemic education. The addendum also includes instructional models for classroom use.

Classroom teachers have developed, piloted, and revised thirteen instructional models aimed at improving mathematical and scientific literacy for all students in grades K-12. The models are based directly on the state mathematics/science frameworks and the goals of emphasizing understanding over content coverage, promoting learning that is useful and relevant outside of school, and supporting and encouraging students from traditionally underrepresented groups in mathematics and science. The models soften the boundaries between and within the disciplines of mathematics and science.

All are encouraged to use these frameworks as a basis for discussion, to examine current instructional programs, and to implement the changes needed to reflect the vision of the Nebraska Mathematics/Science Framework document. Various combination of ideas and strategies will provide many options to achieve the goals of a high quality mathematic/science education for every child. The common characteristic will be the long term commitment and the cooperative efforts of teachers, administrators, parents, community members, and policymakers.

Sincerely,

Catherine Wilcoxson, Ph.D

Mathematics/Science Frameworks Project Coordinator

High Performance Learning - Quality Learning For All Nebraska Students

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